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Semester: Spring 2017

Office Hours: By Appointment

**Format:** Traditional (Online asynchronous as needed due to inclement weather)

**Class Room: 2E10**

Class Room: Mondays, 12:15 – 1:45pm

Campus: Baltimore

Class Dates: Classes (16 classes starting the week of January 17, 2017) are in person at SSW (online asynchronous as needed due to inclement weather)

**COURSE DESCRIPTION**

This research course in Public Health Financial Social Work offers students the opportunity to conduct a primary or secondary cross-sectional quantitative data analysis project demonstrating the association between health and household economics. This course uses the socio-economic determinants of health as the theoretical framework to inform the formation, implementation, analysis, and dissemination of introductory research questions, methods, and analyses. Introductory research methods are used to examine Public Health Financial Social Work research questions as they pertain to raising awareness of the link between health and household economics among social work students, their clients, communities, and social systems. The public health lens approaches social problems through an emphasis on prevention and the promotion of health and financial social work examines barriers and opportunities to increase the financial stability of vulnerable populations in the community context.

1. In the first half of course (classes 1-7), students will work together as a research team (using their choice of either primary or secondary data) to carry out the steps of a research project.
2. In the second half of the course (classes 8-15), students will pursue independent group research questions using either primary or secondary data.

**PREREQUISITES**

Completion of all foundation year courses, including first year placement.

**KNOWLEDGE, SKILLS AND VALUES**

At the end of the course students will have the following knowledge, skills and values to:

**Knowledge**

1. Students will:
   * learn how to implement a research project (developing a research question; completing an annotated bibliography; developing a questionnaire; recruiting respondents; collecting, managing, and analyzing data; reporting data; drafting a final report using APA 6th edition style)
   * manage, analyze, and interpret data
   * generate relevant research reports or research articles for publication
   * become familiar with the Institutional Review Board (IRB) process
   * understand the ethics of human subjects research

**Values**

1. Students will:
   * become aware of their own perceptions of health and household economics under the framework of the socio-economic determinants of health
   * better understand how health and household economics are similar and differ between household members (primary data) and how the larger community and social systems interact and impact household members health and personal finances (secondary data)
   * gain an awareness of the value of assessing the financial needs of clients and the impact of household economics on client health (primary data) and understand the broader implications of the impact of systems on health and household economics (secondary data)

#### Skills

1. Students will:
   * + create a research agenda and research questions
     + select (secondary) or collect (primary) data, develop a coding manual, and clean the data collected using Microsoft Excel and SPSS
     + calculate descriptive statistics for the data set
     + perform and interpret data analyses to address specific research questions
     + write an APA style report based on the data set
     + respond to reviewer comments and complete revisions to the report
     + discuss implications of research results for social work practice, policy and research

**REQUIRED READINGS OR TEXTS**

None.

**ADDITIONAL RECOMMENDED RESOURCES**

**Recommended Readings**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Norusis, M. (various). *Guide to data analysis*. Prentice Hall. \*\**Preference given to using the edition that corresponds to the version of SPSS you will use for data analysis.*

**ASSIGNMENTS AND GRADING**

Achievement of student outcomes will be measured through successful completion of the following assignments which are fully described at the end of the syllabus:

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| **Assignment** | **Grading**  **Points** | **Due Dates** |
| 1. Workshop 1: Background literature | 5% | Class 3 |
| 1. Workshop 2: Measurement plan | 10% | Class 5 |
| 1. Workshop 3: Preliminary results | 10% | Class 7 |
| 1. Paper 1: Background and Methods section | 20% | Class 9 |
| 1. Paper 2: Results and Discussion | 20% | Class 11 |
| 1. FINAL PAPER | 30% | Class 14 |
| 1. Research Journal | 5% | Class 15 |
| **Total Points** | 100% |  |

**GRADES**

| **Grade** |  |
| --- | --- |
| A+ | 97-100 points *outstanding* |
| A | 93-96.9 points |
| A- | 90-92.9 points |
| B+ | 87-89.9 points |
| B | 83-86.9 points *graduate level work* |
| B- | 80-82.9 points |
| C+ | 77-79.9 points |
| C | 73-76.9 points *marginal pass* |
| C- | 70-72.9 points |
| D+ | 67-69.9 points *fail* |
| D | 63-66.9 points |
| D- | 60-62.9 points |
| F | 59 points and below |

For final grades, any grade below C- is registered as F.

*The following point equivalency is in effect:*

A+= 4.33, *A= 4.0, A-= 3.67,* B+= 3.33, B= 3.0, *B-=2.67,* C+= 2.33, C= *2.0, C-= 1.67*

*(F= failure/need to repeat class)*

**Academic Integrity**

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

**ADA Disclosure and Accommodation Requests**

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit [http://www.umaryland.edu/disabilityservices/](https://umail.umaryland.edu/owa/redir.aspx?C=7ef647bbb6a347ab93f106181a22a87b&URL=http%3a%2f%2fwww.umaryland.edu%2fdisabilityservices%2f)

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW web-site and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability*.*

**Timely Submission of Assignments**

All assignments should be submitted electronically through Blackboard before the beginning of class on the date due unless otherwise instructed. Special permission must be requested from instructor before the due date. Students are strongly encouraged to plan for and manage their time so that they can maximize the learning process. Since each assignment follows relevant content and many assignments build on prior assignments, students will achieve learning objectives more effectively by using the assignments to further their learning. Requests for extensions must occur before assignments are due and will be decided upon by the instructor at his or her discretion.

Assignments that require use of the discussion board must be posted and responded to by the dates set by the instructor. Late or missing discussion assignments will affect the student’s grade.

The instructor may deduct ten percent (10%) from any assignment handed in one day late; and an additional 10% may be deducted for each additional day. Most importantly, please communicate with me about obstacles leading to late submission.

**STUDENT OUTCOMES**

**CSWE Social Work Competencies**

The following are the **9** CSWE core competencies that all MSW students should demonstrate upon graduation. Those items in **bold** and **underlined** below will be measured in this course to assess students’ achievement of these competencies.

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene, individuals, families, groups, organizations and communities
9. Evaluate individuals, families, groups, organizations and communities

**COMPETENCY AND PRACTICE BEHAVIORS ASSESSED IN THIS COURSE**

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| **Course Competency Measured in Class** | **Practice Behaviors Measured in Class** | **Assignment to Assess Competency** |
| 4. Engage in practice-informed research and research-informed practice | Develop a research question that can inform policy, programs, or practice (PB 4.2Macro/4.2Cl) | * Workshop 1, 2, and 3; Final paper, Research journal. |
| Conduct quantitative and/or qualitative data analysis and use findings to inform policy, programs, or practice (PB 4.3Macro/4.3Cl) | * Workshop 1, 2, and 3; Final paper, Research journal. |

Course Structure/Requirements

**Class Attendance**

Classes consist of lectures, activities, and group work and have been designed for students’ active participation. More than two unexcused absences will result in up to a 10% deduction from a student’s overall grade. The professor **may** grant excused absences.

The professor should be notified **prior to a class** if a student expects to be absent. If it is necessary to miss class, it is the student’s responsibility to turn in any assignments by the required due date and obtain information about class from another student so that he/she will attend the next class prepared.

If a student does not attend the first two weeks of class, and does not contact the instructor, s/he will be dropped from the course.

**Teaching Methodology**

**Traditional/In-Person Class**

This course includes a variety of teaching methods: class lectures and discussions, problem-based learning, individual and group learning activities, and hands-on computer exercises using Blackboard, Microsoft Excel and SPSS. The course is designed to maximize self-directed learning by applying course concepts in-group and individual projects. Content will be presented each class and students will have opportunities to interact with course materials through completing required reading, discussion, and participating in learning activities designed to apply course concepts to individual or small-group tasks. In addition, each class will include a research methods discussion topic to provide additional content related to research skills beyond the course project.

“Blackboard” will be utilized to maintain contact amongst students, to access class slides, cases, readings, and for project team collaboration. Blackboard should be checked a **minimum of twice a week** for announcements, postings, etc. Any inclement weather alerts (i.e., course cancellation announcements) will be posted on Blackboard. **Please note, all Blackboard activity is monitored by the instructor.**

Online asynchronous class sessions will be held in the event of inclement weather. Students are held to the same expectations in the online class sessions that are set for the traditional/in-person class sessions.

**Conduct in Class**

Disruptive behavior in educational settings interferes with the teaching and learning process. Prohibited conduct includes, but is not limited to, use of *wireless communication devices*, bringing unregistered persons to class, persistently speaking while the instructor is lecturing, or disruptions caused by leaving and entering without authorization from the instructor for this course. Students are instructed to refrain from such prohibited conduct.

**Electronic Devices**

Students are expected to turn-off or silence all cell phones, pagers, PDAs, etc. during class. Laptop computers are permitted but students are expected to only use them to take notes. Text messaging or other cell phone use during class for purposes other than class work will not be tolerated. In other words, class time should NOT be spent surfing the web or checking e-mail. Engaging in these activities during class will result in a reduction in your class participation grade.

**Class Participation**

In-class participation: Students are expected to regularly attend class and to read the assigned material **before** it is covered in in-person, or online (asynchronous and synchronous) classes. Students should be prepared to answer questions related to the material. Class participation is a critical component of student performance and evaluation.

Online participation (in the event of inclement weather): Participation also includes completion of the online asynchronous activities. The instructor will monitor all Group and Course Discussion Forums, Chats, Wikis, Journals and Blogs. Each of the functions will be set up to automatically record your participation. Activities scored for participation (completed or not completed) or for a grade will be noted in Blackboard or on the syllabus.

Group participation: Students should be prepared to work remotely or in person for group work using tools such as Blackboard Collaborate, Conference calls, and Discussion Forums, as agreed upon by the group.

**Use of Blackboard®**

All courses at the School of Social Work use Blackboard the school’s course management system. Students are expected to regularly check (recommended twice a week) their Blackboard® account for any general announcements (e.g. class cancellations, etc.), for contacting the professor, for engaging in discussion groups among peers, and for downloading and submitting assignments. .

Make sure you are checking your school email as that is the one linked to Blackboard.

**Blackboard® Technical Requirements**

The following will ensure easy access to Blackboard tools such as Blackboard Collaborate:

To access this course on Blackboard students will need high speed access to the Internet and a supported Web browser. Chrome and Firefox are recommended as the school supported browsers. To download Firefox you can go to firefox.com and get a free download. Java is required to use the tools in Blackboard. To download please go to java.com. The following are required:

* Internet connection (DSL minimum, LAN, FIOS, or faster connections desirable)

Firefox browser (latest version) to ensure easy access. [Download Chrome for free here](https://www.google.com/chrome/browser/desktop/).  [Download Firefox for free here](https://www.mozilla.org/en-US/firefox/new/).

* Please see the Minimum Technical Requirements document for hybrid learners:  
  <https://sites.google.com/site/sswideateam/students/minimum-technology-requirements>

**Additional Technical Requirements**

* Internet connection (DSL minimum, LAN, FIOS, or faster connections desirable)
* Firefox browser to ensure easy access
* Access to Blackboard and HSHSL library
* Blackboard orientation completed to ensure familiarity with the tools used in this course

**Blackboard® Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

* For assistance with login issues: call the helpdesk at 410 706 HELP, email helpdesk at [help@umaryland.edu](mailto:help@umaryland.edu), or visit the CITS web site: http://www.umaryland.edu/helpdesk/
* **Use the SSW IDEA Team Blackboard student guides:** [**https://sites.google.com/site/sswideateam/students**](https://sites.google.com/site/sswideateam/students)
* Review [Blackboard Student Tutorials](http://ondemand.blackboard.com/students.htm) If the link does not work type in <http://ondemand.blackboard.com/students.htm>
* Contact the SSW IDEA Team for any other Blackboard support issues: https://sites.google.com/site/sswideateam/help

**Online Netiquette and Ethical Behavior**

Student should read prior to class, the following resources that discuss online ethical behavior and netiquette:

Judd, R.G., Johnston, L.B. (2012). Ethical consequences of using social network sites for students in professional social work programs*. Journal of Social Work Values and Ethics, 9, 5 – 12. Accessible at:* [*http://www.jswvearchives.com/spring12/spr122.pdf*](http://www.jswvearchives.com/spring12/spr122.pdf)

*Please read the following found at:*

* <https://www.edutopia.org/whats-next-2008-netiquette-guidelines#sidebar>
* http://online.philau.edu/communications/new-netiquette/

**CONSULTATION AND COMMUNICATION WITH THE INSTRUCTOR**

It is recommended that all GENERAL course related questions be posted on the provided Discussion Forum labeled “General Course Questions”. The instructor will be answering questions on the forum during office hours (By Appointment). Students are welcome to reply and add answers or comments to these questions.

Information/questions regarding personal matters should be emailed directly to **shageman@umaryland.edu**. The instructor will be checking email and will respond within 24-48 hours.

Every attempt will be made to review and/or grade assignments within 7 days of submission. If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible. Building rapport and effective relationships are key strategies to becoming a successful student and social worker. Be proactive in informing me when difficulties arise during the semester so that I may provide the necessary support to you.

**Writing Skills**

Students are expected to submit assignments that are written and presented at the graduate student/professional level.  Clear communication is an important skill for social workers entering the field as administrators. Students are encouraged to make use of writing resources across campus if needed. Points may be deducted for assignments that are poorly written.

**Campus Alerts**

Please register for the campus alert system so that you will know whether to proceed to campus because of weather conditions or other safety and security issues. <http://www.umaryland.edu/alerts/>

**Inclement Weather**

**Please check Blackboard for any changes in the class status especially during inclement weather. In-person classes may be replaced with online assignments.**

SEMESTER SCHEDULE OF CLASSES

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| **Class 1: 1/23/17** | **Overview of Course** |
| **Topic** | 1. Course expectations and requirements 2. Review Syllabus 3. Use of the Blackboard Course Management system 4. Annotated Bibliography 5. Process of developing research questions for primary and secondary data |
| **Class Activities** | During class, we will complete the following:   1. Read through the syllabus. Time will be available for questions about assignments, readings, etc. 2. Discuss the Public Health Financial Social Work (PHFSW) topic and primary and secondary data collection options available.    1. **Primary data** will be collected from household members may be your own family (adult (18 years old and older) sibling/cousin, parent/caregiver, grandparent, and great-grandparent) or a friend and their family using 3 questionnaires: The Financial Threat Scale (Marjanovic, Greenglass, Fiksenbaum, & Bell, 2013), the SF-12 (Ware, Kosinski, & Keller, 1996), the National Financial Capability Study (http://www.usfinancialcapability.org/quiz.php), and demographic questions.    2. **Secondary data** will originate from the Baltimore Neighborhood Indicators Alliance (BNIA) and will include community level health and household economic variables. 3. Write and prepare to discuss the following:    1. Your plan for collecting and organizing background literature on PHFSW. 4. Lecture on how to come up with a research question and how to complete an Annotated Bibliography. 5. Plan and set deadlines for:    1. **Primary data:**       1. Contact a household: Adult (18 years old and older) sibling/cousin/friend(s), parent/guardian(s), grandparent(s), and (if available) great-grandparent(s) to obtain consent to participate and complete the questionnaires.    2. **Secondary data:**       1. Research BNIA website (<http://bniajfi.org/>) and identify health and household economic variables. |
| **Assignments due** | **None** |
| **Required Readings**  Adler, N. E., & Ostrove, J. M. (1999). Socioeconomic status and health: What we know and what we don't. *Annals of the New York academy of Sciences*, *896*(1), 3-15. doi: 10.1111/j.1749-6632.1999.tb08101.x  B Ray. (2015, April 20). What is financial health? And why public health and community development professionals should pay attention [Web log post]. Retrieved from http://www.buildhealthyplaces.org/what-is-financial-health-and-why-public-health-and-community-development-professionals-should-pay-attention/  Clayton, M., Liñares-Zegarra, J., & Wilson, J. O. (2015). Does debt affect health? Cross country evidence on the debt-health nexus. *Social Science & Medicine*, *130*, 51-58. doi:10.1016/j.socscimed.2015.02.002  Creswell (2014). Part 1: Preliminary Considerations  Despard, M. R., & Chowa, G. A. (2010). Social workers’ interest in building individuals’ financial capabilities. *Journal of Financial Therapy*, *1*(1), 22-41. http://dx.doi.org/10.4148/jft.v1i1.257  Larson, C. O. (2002). Use of the SF‐12 instrument for measuring the health of homeless persons. *Health Services Research*, *37*(3), 733-750. doi: 10.1111/1475-6773.00046 | |

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| **Class 2: 1/30/17** | **Data Collection** |
| **Topic** | 1. Review primary data questionnaires and developing a research protocol    * 1. Contacting and recruiting participants (sibling/cousin/friend, parents/guardians, grandparents, great-grandparents)      2. Data collection mediums (in person, phone, Skype/FaceTime)      3. Recording data collection (voice recorders, paper and pencil, online survey options) 2. Review secondary data set for health and household economic variables from BNIA website (<http://bniajfi.org/>)    * 1. Secondary data collection process: Downloading and cleaning data |
| **Assignments due** | 1. Journal documentation:    1. **Primary data**: Timeline and plan for recruiting participants    2. **Secondary data**: Timeline and plan for downloading and cleaning data |
| **Required Readings**  Allgood, S., & Walstad, W. B. (2016). The effects of perceived and actual financial literacy on financial behaviors. *Economic Inquiry*, *54*(1), 675-697. doi:10.1111/ecin.12255  Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. *Annual Review of Public Health*, *32*, 381-398. doi:10.1146/annurev-publhealth-031210-101218  Creswell (2014). Part II. Designing Research (up to page 153).  Marjanovic, Z., Greenglass, E. R., Fiksenbaum, L., & Bell, C. M. (2013). Psychometric evaluation of the Financial Threat Scale (FTS) in the context of the great recession. *Journal of Economic Psychology*, *36*, 1-10. doi:10.1016/j.joep.2013.02.005  Monserud, M. A., & Markides, K. S. (2016). Changes in depressive symptoms during widowhood among older Mexican Americans: The role of financial strain, social support, and church attendance. *Aging & Mental Health*, 1-9. doi: 10.1080/13607863.2015.1132676  Taylor, M. (2011). Measuring financial capability and its determinants using survey data. *Social Indicators Research*, *102*(2), 297-314. doi:10.1007/s11205-010-9681-9 | |

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| **Class 3: 2/6/17** | **Role of background literature and structure of final report** |
| **Topic** | 1. Structure of the Final Report 2. Role of background literature |
| **Assignments due** | none |
| **Required Readings**  Drukker, M., Kaplan, C., Feron, F., & Van Os, J. (2003). Children's health-related quality of life, neighbourhood socio-economic deprivation and social capital. A contextual analysis. *Social Science & Medicine*, *57*(5), 825-841. doi:10.1016/S0277-9536(02)00453-7  Fitch, C., Hamilton, S., Bassett, P., & Davey, R. (2011). The relationship between personal debt and mental health: A systematic review. *Mental Health Review Journal*, *16*(4), 153-166. doi: http://dx.doi.org/10.1108/13619321111202313  Gambrill, E. D. (2000). Honest brokering of knowledge and ignorance. *Journal of Social Work Education, 36*, 387-397. doi**:**10.1080/10437797.2000.10779017  Hanratty, B., Holland, P., Jacoby, A., & Whitehead, M. (2007). Review article: Financial stress and strain associated with terminal cancer—a review of the evidence. *Palliative Medicine*, *21*(7), 595-607. doi: 10.1177/0269216307082476  Pollack, C. E., Chideya, S., Cubbin, C., Williams, B., Dekker, M., & Braveman, P. (2007). Should health studies measure wealth?: A systematic review. *American Journal of Preventive Medicine*, *33*(3), 250-264. doi:10.1016/j.amepre.2007.04.033  Taylor, M. P., Jenkins, S. P., & Sacker, A. (2011). Financial capability and psychological health. *Journal of Economic Psychology*, *32*(5), 710-723. doi:10.1016/j.joep.2011.05.006 | |

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| **Class 4: 2/13/17** | **Ethics** |
| **Topic** | 1. Ethics and integrity in primary data collection |
| **Assignments due** | 1. WORKSHOP 1: BACKGROUND LITERATURE 2. INDIVIDUAL HIPPA AND CITI TRAINING DUE 3. DATA COLLECTION BEGINS |
| **Required Readings**  Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PloS One*, *4*(5), e5738. doi:10.1371/journal.pone.0005738  Frieden, T. R. (2010). A framework for public health action: the health impact pyramid. *American Journal of Public Health*, *100*(4), 590-595. doi: 10.2105/AJPH.2009.185652  Hertzman, C., Power, C., Matthews, S., & Manor, O. (2001). Using an interactive framework of society and lifecourse to explain self-rated health in early adulthood. *Social science & medicine*, *53*(12), 1575-1585. doi:10.1016/S0277-9536(00)00437-8  Mays, G. P., McHugh, M. C., Shim, K., Perry, N., Lenaway, D., Halverson, P. K., & Moonesinghe, R. (2006). Institutional and economic determinants of public health system performance. *American Journal of Public Health*, *96*(3), 523-531. doi: 10.2105/AJPH.2005.064253  Patel, M. S., & Phillips, C. B. (2015). Health security and political and economic determinants of Ebola. *The Lancet*, *386*(9995), 737-738. doi: http://dx.doi.org/10.1016/S0140-6736(15)61533-1  Randall, D. M., & Fernandes, M. F. (1991). The social desirability response bias in ethics research. *Journal of Business Ethics*, *10*(11), 805-817. doi: http://www.jstor.org/stable/25072220 | |

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| **Class 5: 2/20/17** | **Measurement Plan** |
| **Topic** | 1. How to create a measurement plan based on your research question |
| **Assignments due** | 1. Journal documentation:    1. Notes relevant to ethical issues and an outline of your measurement plan |
| **Required Readings**  Creswell (2014). Part 11: Designing Research (pages 155-181).  Greninger, S. A., Hampton, V. L., Kitt, K. A., & Achacoso, J. A. (1996). Ratios and benchmarks for measuring the financial well-being of families and individuals. *Financial Services Review*, *5*(1), 57-70. doi:10.1016/S1057-0810(96)90027-X  Lowenstein, M., Cannuscio, C., Tardif, M., & Grande, D. (2016). Facing financial hardship: Patients' views on clinical trade-offs in exchange for cost savings. *The Journal of Ambulatory Care Management*, *39*(1), 42-52. doi:10.1097/JAC.0000000000000069  Richardson, T., Elliott, P., & Roberts, R. (2013). The relationship between personal unsecured debt and mental and physical health: a systematic review and meta-analysis. *Clinical Psychology Review*, *33*(8), 1148-1162. doi:10.1016/j.cpr.2013.08.009  Salyers, M. P., Bosworth, H. B., Swanson, J. W., Lamb-Pagone, J., & Osher, F. C. (2000). Reliability and validity of the SF-12 health survey among people with severe mental illness. *Medical Care*, *38*(11), 1141-1150. Retrieved from http://www.jstor.org/stable/3767812  Scharte, M., Bolte, G., & GME Study Group. (2012). Increased health risks of children with single mothers: The impact of socio-economic and environmental factors. *The European Journal of Public Health*, *23*(3), 469-475. doi: http://dx.doi.org/10.1093/eurpub/cks062 | |

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| **Class 6: 2/27/17** | **Preliminary Results** |
| **Topic** | SPSS practical skills |
| **Assignments due** | 1. WORKSHOP 2 DUE: MEASUREMENT PLAN group oral presentation (IMPORTANT: Submit assignment on Blackboard before class starts!) 2. Journal documentation:    1. Notes on questionnaires and choosing variables as they relate to research questions 3. PRIMARY DATA: DUE: 50% of target number of questionnaires completed 4. SECONDARY DATA: DUE 50% of target number of variables cleaned and coded |
| **Required Readings**  No readings due this week | |

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| **Class 7: 3/6/17** | **Preliminary Results (cont.)** |
| **Topic** | 1. Constructing scales 2. Scoring scales 3. Validity considerations**.** |
| **Assignments due** | 1. PRIMARY DATA: DUE: 100% of target number of questionnaires completed 2. SECONDARY DATA: DUE: 100% of target number of variables cleaned and coded |
| **Required Readings**  Chandon, P., Morwitz, V. G., & Reinartz, W. J. (2005). Do intentions really predict behavior? Self-generated validity effects in survey research. *Journal of Marketing*, *69*(2), 1-14. Retrieved from http://www.jstor.org/stable/30162041  Eibner, C. & Evans, W. N. (2005). Relative deprivation, poor health habits, and mortality. *The Journal of Human Resources*, *40*(3), 591–620. Retrieved from http://www.jstor.org/stable/4129553  Helberg, C. (1996). Pitfalls of data analysis. *Practical Assessment, Research & Evaluation*, *5*(5), 1-3. Retrieved from http://PAREonline.net/getvn.asp?v=5&n=5  Pham-Kanter, G. (2009). Social comparisons and health: Can having richer friends and neighbors make you sick? *Social Science & Medicine*, *69*(3), 335-344. doi:10.1016/j.socscimed.2009.05.017  Ware Jr, J. E., Kosinski, M., & Keller, S. D. (1996). A 12-item short-form health survey: Construction of scales and preliminary tests of reliability and validity. *Medical care*, *34*(3), 220-233. Retrieved from http://www.jstor.org/stable/3766749 | |

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| **Class 8: 3/13/17** | Basic Descriptive Analyses & Transforming Variables |
| **Topic** | 1. Frequencies 2. Sample Description Tables 3. Workshop Measurement Decisions 4. Transformations 5. Recategorization 6. Variable forms and formats |
| **Assignments due** | 1. DATA ENTRY COMPLETE |
| **Required Readings**  *Descriptive Statistics in SPSS* (n.d.). Retrieved from http://www.ucdenver.edu/academics/colleges/nursing/Documents/PDF/DescriptiveStatsHowTo.pdf  Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers in Human Behavior*, *26*(2), 132-139. doi:10.1016/j.chb.2009.10.015  Hardigan, P. C., Popovici, I., & Carvajal, M. J. (2016). Response rate, response time, and economic costs of survey research: A randomized trial of practicing pharmacists. *Research in Social and Administrative Pharmacy*,*12*(1), 141-148. doi:10.1016/j.sapharm.2015.07.003  Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal for Quality in Health Care*, *15*(3), 261-266. doi: http://dx.doi.org/10.1093/intqhc/mzg031 | |

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| **Class 9: 3/20/17** | SPRING BREAK |

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| **Class 10: 3/27/17** | FLEX CLASS as needed (Review content from class 8) |
| **Topic** | 1. Review class 8 concepts and activities 2. Missing Data Solutions |
| **Class Activities** | This week is open to cover any content if we are behind and review additional material not already covered on the syllabus. |
| **Assignments due** | 1. WORKSHOP 3 DUE: PRELIMINARY RESULTS 2. Journal Documentation:    1. Notations on scale scoring and psychometrics |
| **Required Readings**  Cox, B., McIntosh, K., Terenzini, P. T., & Reason, R. (2014). Working with missing data in higher education research: A primer and real-world example. *Review of Higher Education*, *37*(3), 377-402. doi: 10.1353/rhe.2014.0026  Elwell, C. (2012). How to enter missing data in SPSS. Retrieved from https://www.yorksj.ac.uk/media/content-assets/schools/psychological-social-sciences/documents/How-to-enter-missing-data-in-SPSS.pdf  Schafer, J. L., & Graham, J. W. (2002). Missing data: Our view of the state of the art. *Psychological Methods*, *7*(2), 147-177. doi:10.1037/1082-989X.7.2.147  Schlomer, G. L., Bauman, S., & Card, N. A. (2010). Best practices for missing data management in counseling psychology. *Journal of Counseling psychology*, *57*(1), 1-10. doi: 10.1037/a0018082 | |

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| **Class 11: 4/3/17** | Data Analysis |
| **Topic** | Simple Analyses in SPSS |
| **Assignments due** | 1. **Paper 1 Due: Background and Methods section** 2. Journal Documentation:    1. Updates on response rate, sample size, variable changes as appropriate for either primary or secondary data. |
| **Required Readings**  Ferraro, K. F., & Su, Y. P. (1999). Financial strain, social relations, and psychological distress among older people: A cross-cultural analysis. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, *54*(1), S3-S15. doi: 10.1093/geronb/54B.1.S3  Gabrenya, W.K (2003). Using SPSS for basic analyses. Retrieved from http://my.fit.edu/~gabrenya/IntroMethods/eBook/spss\_analysis.pdf  Lyons, A. C., & Yilmazer, T. (2005). Health and financial strain: Evidence from the survey of consumer finances. *Southern Economic Journal*, *71*(4), 873-890. doi: 10.2307/20062085  Rychetnik, L., Frommer, M., Hawe, P., & Shiell, A. (2002). Criteria for evaluating evidence on public health interventions. *Journal of Epidemiology and Community Health*, *56*(2), 119-127. doi:10.1136/jech.56.2.119 | |

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| **Class 12: 4/10/17** | Results and Tables |
| **Topic** | 1. Communicating results 2. Table formatting |
| **Assignments due** | 1. DATA ANALYSES COMPLETE 2. Journal Documentation:    1. Decisions about communicating results: who is your audience? |
| **Required Readings**  American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Chapter 5 (pp. 125-167). Washington, DC: Author.  Gerzon, N. (2015). Structuring professional learning to develop a culture of data use: Aligning knowledge from the field and research findings. *Teachers College Record*, *117*(4), 1-28.  Happell, B. (2016). Salami: By the slice or swallowed whole? *Applied Nursing Research*, *30*, 29-31. doi:10.1016/j.apnr.2015.08.011  LoPucki, L. M. (2015). The practical advantage from empirical research. *American Bankruptcy Institute Journal*, *34*(2), 32-35.  Martin, S. (2016). Practical approaches to increasing the utilization of research. *Public Administration Review*, *76*(1), 18-19. doi:10.1111/puar.12509  Sereni, F., Edefonti, A., Lepore, M., Agostoni, C., Diaz, M. S., Galan, Y. S., ... & Tognoni, G. (2015). Social and economic determinants of pediatric health inequalities: The model of chronic kidney disease. *Pediatric Research*, *79*(1), 159-168. doi:10.1038/pr.2015.194 | |

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| **Class 13: 4/17/17** | Discussion, Conclusions and Implications |
| **Topic** | 1. Making meaning of results 2. Tailoring interpretation to audience 3. Identifying limitations and next steps |
| **Assignments due** | **Paper 2 Due: Results and Discussion** |
| **Required Readings**  Kazdin, A. E. (2011). Evidence-based treatment research: Advances, limitations, and next steps. *American Psychologist*, *66*(8), 685-698. doi:10.1037/a0024975  Lam, C., & Hannah, M. A. (2015). Flipping the audience script an activity that integrates research and audience analysis. *Business and Professional Communication Quarterly*, 1-26. doi: 10.1177/2329490615593372  Peeters, M. J. (2016). Practical significance: Moving beyond statistical significance. *Currents in Pharmacy Teaching and Learning*, *8*(1), 83-89. doi:10.1016/j.cptl.2015.09.001  Smith, G. D., Blane, D., & Bartley, M. (1994). Explanations for socio-economic differentials in mortality. *The European Journal of Public Health*, *4*(2), 131-144. doi: http://dx.doi.org/10.1093/eurpub/4.2.131  Williams, J. A. R., & Rosenstock, L. (2015). Squeezing blood from a stone: How income inequality affects the health of the American workforce. *American Journal of Public Health*, *105*(4), 616-621. doi: 10.2105/AJPH.2014.302424  Williams, D. R., Yu, Y., Jackson, J. S., & Anderson, N. B. (1997). Racial differences in physical and mental health socio-economic status, stress and discrimination. *Journal of Health Psychology*, *2*(3), 335-351. doi: 10.1177/135910539700200305 | |

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| **Class 14: 4/24/17** | Disseminating papers, Next steps, and Reflections |
| **Topic** | 1. Authorship 2. Revision process 3. Review course accomplishments 4. Data storage 5. Lessons learned 6. Course evaluation |
| **Required Readings**  Bingham, T. J., Wirjapranata, J., & Chinnery, S. A. (2016). Merging information literacy and evidence based practice for social work students. *New Library World*, *117*(3/4), 201-213. doi: http://dx.doi.org/10.1108/NLW-09-2015-0067  Bowen N. K.  (2013). Social work authorship. *Social Work Research, 37*, 3–13. doi: 10.1093/swr/svt007  Fine, A., & Kotelchuck, M. (2010, November). *Rethinking MCH: The life course model as an organizing framework.* Retrieved from http://www.aucd.org/docs/rethinkingmch.pdf    Hales, S., Lesher-Trevino, A., Ford, N., Maher, D., Ramsay, A., & Tran, N. (2016). Reporting guidelines for implementation and operational research. *Bull World Health Organ*, *94*(1), 58-64. doi: http://dx.doi.org/10.2471/BLT.15.167585  Halfon, N., & Hochstein, M. (2002). Life course health development: An integrated framework for developing health, policy, and research. *Milbank Quarterly*, *80*(3), 433-479. doi:10.1111/1468-0009.00019  Scutchfield, F. D., Lawhorn, N., Ingram, R., Pérez, D. J., Brewer, R., & Bhandari, M. (2009). Public health systems and services research: Dataset development, dissemination, and use. *Public Health Reports*, *124*(3), 372-377. Retrieved from http://www.jstor.org/stable/25682240 | |

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| **Class 15: 5/1/17** | Question and Answer Session |
| **Topic** | 1. Research process |
| **Assignments due** | Final Revised Paper |
| **Students will come prepared to discuss:** | 1. How is this relevant to your work with clients? OR How is this relevant to your work in the community/with policies/with systems? 2. What are your plans for using research in your practice? 3. How is your view of social work research changed from the beginning of class to today? |
| **Required Readings**  No readings due this week | |

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| **Class 16: 5/8/17** | **No in-class meeting** |
| **Assignments due** | **Research Journal (Drop off at Instructor’s Office or email by 5pm)** |
| **Required Readings**  No readings due this week | |

**SOWK 789: Public Health Financial Social Work**

**Course Assignments**

Course requirements, class due, and their contribution to the final grade are summarized below. Additional information about course assignments and grading criteria are provided in class as assignment class due approach. The assignments fall into three categories:

1. Journal (15 entries)
2. Workshop presentations (3 workshops)
3. Written report (3 papers)

**Research Journal**

*Due:* *Last day of class*

*Value:* 5%

Each student will maintain a research journal, which provides a record of the process of the research project, including decisions that have been made about how the data were entered, cleaned, scored, and interpreted. Journals should be brought to class. Review the document titled, “SOWK 789-Journal Example” on the Blackboard website as an example of a research journal. The Individual Team Evaluation (ITE) form should also be included with your Research Journal. The form may be downloaded from the Blackboard website.

**Workshop 1: Background literature**

*Due: Class 3*

*Value: 5%*

Each group will post an annotated bibliography of the literature relevant to the PHFSW project on Blackboard. Use APA format and submit the document in MS Word. Review the document titled, “Workshop 1-Background Literature Example” on the Blackboard course website as an example of an annotated bibliography.

**Workshop 2: Measurement plan**

*Due: Class 5*

*Value: 10%*

This workshop topic will focus on your measurement plan. Each group will post their measurement plan of the research constructs for the final paper, the variables anticipated to reflect these constructs, and the form/format of these variables that will be used. Each group will give an oral presentation of their measurement plan in class. Each group will participate in the class discussion around different options for how these variables could be measured. A group may choose to make changes to the measurement plan following the workshop. Groups may choose to assemble 3-5 PowerPoint slides to illustrate the anticipated measurement decisions. Review the PowerPoint template titled, “Workshop 2-Measurement Plan ppt template” on the Blackboard course website as a guide to create your PowerPoint presentation.

**Workshop 3: Preliminary results**

*Due: Class 7*

*Value: 10%*

This workshop topic will focus on anticipated results for the final paper. Each group should post on the Blackboard website the preliminary results to answer the research question(s). The group should review analytic assumptions and problems (variable distribution, power, missing data, etc.) and initial ideas about how to handle these potential complications. Each group will give an oral presentation of their preliminary results plan in class. A group may choose to make changes to the preliminary results plan following the workshop. Groups may choose to assemble 3-5 PowerPoint slides to illustrate the anticipated analytic decisions. Review the PowerPoint template titled, “Workshop 3-Preliminary Results ppt template” on the Blackboard course website as a guide to create your PowerPoint presentation.

**Paper 1: Background and Methods Section (no more than 5 double spaced pages)**

*Due: Class 9*

*Value: 20%*

Each group should draft Paper 1 by filling in the outline they created in Workshops 1 and 2. Research questions, descriptive details on the sample, response rate, measurement plan, and scale properties, should also be included. APA version 6 should be followed in this paper.

**Paper 2: Results and Discussion Section (no more than 5 double spaced pages)**

*Due: Class 13*

*Value: 20%*

A draft of the final results (including preliminary results and missing data) and discussion sections should be submitted for feedback. The results section should include both tables/figures as well as narrative results. The discussion section should include conclusions, discussion, implications for policy, and practice and research. Limitations and strengths should also be specified. APA version 6 should be followed in this paper.

**Paper 3: Final Revised Paper (no more than 15 double spaced pages excluding Tables, Figures, and References)**

*Due: Class 15*

*Value: 30%*

The final paper should incorporate all the feedback and revision efforts throughout the semester. The final paper does not include any new sections not previously graded, but may reflect substantial revisions and new content, depending on the quality of earlier submissions and the applicability of the original introduction to the group’s final research question. APA version 6 should be followed in this paper.

**Individual HIPAA and CITI Training**

Each student is to complete and pass the HIPAA and CITI Training through the University of Maryland, Baltimore. It can be accessed from the Human Research Protections webpage on the University of Maryland, Baltimore website. The web address is

<https://www.umaryland.edu/hrp/for-researchers/required-training/>.

*Please print out a copy of your certificates and turn them in to the instructor by Class 4.*

**Course Assignments (Journal, Workshops, and Papers)**

**Assessment/Grading Rubric**

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|  | **Exemplary** | **Proficient** | **Needs Improvement** | **Unsatisfactory** |
| **CSWE Core Social Work Competencies and Advanced Research Practice Behaviors** | | | | |
| Engage in practice-informed research and research-informed practice ***(Competency 4)*** | | | | |
| Develop a research question that can inform policy, programs, or practice  ***(Practice Behavior 4.2)*** | Student demonstrates an advanced ability to construct an answerable research question that includes all relevant components such as independent and dependent variables, directions of relationships between variables, identification of relevant groups. | Student demonstrates an ability to construct an answerable research question that includes most of the relevant components such as independent and dependent variables, directions of relationships between variables, identification of relevant groups. | Student demonstrates some ability to construct an answerable research question that includes more than one relevant component such as independent and dependent variables, directions of relationships between variables, identification of relevant groups. | Student does not demonstrate an ability to construct an answerable research question by not including relevant components such as independent and dependent variables, directions of relationships between variables, identification of relevant groups. |
| Conduct quantitative or qualitative data analysis to inform policy, programs, or practice  ***(Practice Behavior 4.3)*** | Student demonstrates an advanced ability to conduct quantitative and/or qualitative data analysis and an advanced ability to interpret results and suggest implications for policy, programs, or practice. | Student demonstrates some ability to conduct quantitative and/or qualitative data analysis and some ability to interpret and apply results. | Student demonstrates some ability to conduct quantitative and/or qualitative data analysis OR some ability to interpret and apply results. | Student does not demonstrate an ability to conduct quantitative and/or qualitative data analysis or an ability to interpret and apply results. |